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ABSTRACT

The Center for Career Education in the Arts (CCEA) is a training program for high school students talented in the arts. Operating on a regional basis, the CCEA offers a full academic year of daily study in art, dance, music, theatre, and writing. Students who participate in the program take their academics at their home school and attend the CCEA for three hours in the afternoon. The program places special emphasis upon career education in the arts. The CCEA follows a vocational education approach, providing intensive, work related study with working artists. In order to participate in the CCEA program a student must fill out an application and go through an interview process. It is the intention of the auditions to find students who are most ready for an intensive and challenging training program. (Application forms, reference forms, audition forms, audition procedures, and the student evaluation form are appended.) (LRA)

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a look at the CCEA

Collected information on the Center for Career Education in the Arts

A Program of the Rhode Island State Council on the Arts

Funded in part by a grant from the U.S. Office of Career Education, July 1975-July 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Building support

The growth and survival of such a program must be given some comment by those who have worked to move this particular program from an idea in an agency outside of education towards its future as an educational resource. This program began with the State Council on the Arts and worked from there to become adapted by an appropriate educational institution. In that struggle, several factors were significant:

1. A prime mover. Each program similiar to this one has had one person to care about its growth and survival; the CCEA relied heavily upon the work of its full time director to fulfill this role.

2. A supporting agency. The program was administered out of an agency that had similiar goals to that of the program. That agency allocated many resources to the program - in in-kind services, administrative operation, and in the advisory capacity.

3. Evidence of impact. Within a year, the program needed clear evidence from a number of sources to testify on its behalf. The sources included success stories with students, accurate demographic information on students, student testimony, parent support, support from participating schools. All of this needed to be ready for assisting in the appeal for future commitments. Also, an effective package of public relations materials were invaluable.

4. Politics. The survival of such a program, once having the first three factors above, is clearly political. Its future must dovetail with someone else's goals. Strategies for the development of a future should begin at the start of the seed money. The CCEA, as most new programs, had many hurtles to jump to simply become operational. However, as it continued, the effort to build a future needed as much priority itself as program operation. It is the CCEA's recommendation to anyone else beginning such an effort to take note of this very important realization.

Overview

In the process of developing career education in the arts, the CCEA developed a total program from ground up. Some of the procedures developed were responsive to the program's need to identify and serve gifted and talented students. Procedures and forms were created for this purpose and are shared within this document.

Additionally the program design of the center - its arts curriculum and its working schedule for classes is presented as a model for such a program; with some experimentation, the CCEA tested various arrangements. The CCEA recognizes that there are potentially many valid ways to develop an arts education program; this model attempted to provide for arts training and career education.

A special statement is added -"Building Support" - as the CCEA has learned the difficulties of growing under a "seed money" grant, facing the challenge inherent in becoming a program established within an institution.

Selected materials

A Brief Description of the History of the Program, its nature, and successes

Art area descriptions of coursework

Instructions for Student Application and Audition

Instructions for Preparing for Auditions

CCEA Student Application

Teacher Recommendation Form

Counselor Information Form

CCEA Audition Form

Procedures used for Auditions

Student Evaluation Form (for Quarterly Evaluation

Sample Class Schedule

Bilbiography of Resources

Center for Career Education in the Arts

Windmill Street School
Providence, Rhode Island 02904
401 421 5897 / 884 6410

PROGRAM INFORMATION

The CCEA is a training program for high school students talented in the arts. Operating on a regional basis, the CCEA offers a full academic year of daily study in art, dance, music, theatre and writing. Students take their academics at their home school and travel to the Center at 1:00, staying until 4:00. All students are encouraged to seek opportunities in their home schools and communities for making a contribution of the talents and skills developed at the CCEA.

HISTORY OF THE CCEA

The CCEA was initiated by the Rhode Island State Council on the Arts and funded for two years with federal funds from the HEW Office of Career Education and the State Office of Vocational Education. The program was first operated in Pawtucket, as a pilot, and moved to Providence in the fall of 1976 to serve students from eleven school districts.

THE PROGRAM

* The CCEA is a program for artistically talented and creatively gifted high school students.
* The CCEA places special emphasis upon career education in the arts, and is the national model having developed and successfully demonstrated career education in the arts.
* The CCEA brings all the arts together, offering art, dance, music, theatre and writing in an inter-connected and interdisciplinary program.
* The CCEA encourages students to share their talents with others in their home schools and communities.
* The CCEA follows a vocational education approach, providing intensive, work-related study with working artists.

EVIDENCE OF THE PROGRAM'S SUCCESS

* A third party evaluation of the program concluded that the CCEA was highly effective in fostering self-awareness, growth in arts-related skills and concepts, growth of insight into and understanding of careers in the arts, and successful in assisting students in career decision-making.

* The first graduating class placed successfully into the schools of their choice, and many with scholarships.

* Student testimony indicated that the CCEA was highly successful in providing an opportunity to develop peer relationships with students who shared the same values, in providing an opportunity for those values and talents to be taken seriously, and an opportunity for working with successful artists. Student growth was evident in increasing maturity, responsibility, self-direction, ability to concentrate, and respect and appreciation for others...as well as artistic growth.

A FUTURE FOR THE PROGRAM

The State Council on the Arts has carried this program from July of 1974 to July of 1977. It is appropriate that the responsibility of this program be transfered to an educational institution.

The cost of operating the program is approximately the same as for other vocational education programs, $1,000 per student. It becomes cost effective when enrollment is above 75 students.

The CCEA has been offered space in Hope High School and as such would be the first national model for an intensive arts training program (a magnet program) within a comprehensive high school. The potential for having an impact upon arts in education makes this an unusual and very worth while model.

The art program offers exploratory and preparatory study for the broad range of careers in the arts, and emphasizes creative problem solving in the visual arts. The program is developed for two initial levels of proficency.

Level I: for advanced beginners, intermediates - major emphasis upon drawing including life drawing and anatomy, two and three dimensional design, art history I and career education.
Level II: for advanced students - major emphasis upon developing independent problem solving; additional study in sculpture, life drawing, contemporary and non-western art history, portfolio preparation and career education.

DANCE

The dance program is designed to supplement studio training and focuses upon classical ballet techniques and repertory; modern-contempory dance technique, style and improvisation; jazz-tap techniques and historical development; history of dance, choreography, diet and health, and career education. All dance students are encouraged to continue private study while attending the Center.

MUSIC

The music program is designed for both instrumental and vocal students. It is developed for two levels of proficency.

Level I: for advanced beginners, intermediates -solfeffio/ voice class; basic keyboard, guitar and recorder; music history I; experimental approaches to composition; theory; and career education.
Level II: for advanced students - solfeffio/voice class, skills, performance techniques, applications (small performance ensembles); music history II, advanced theory and composition; orchestration; and career education.
All music students are encouraged to take private music lessons in addition to their work at the Center.

THEATRE

The theatre program for actors emphasizes the development of personal resources. Areas of concern include voice, movement, physical self, emotional expression, sensory awareness, characterization, improvisational techniques, textual study, the creation of environments for drama, and career education.

A second year of study would further the development of basic skills with emphasis upon characterization, approaches to role, scene study, roles in production, history of the theatre and career education.

WRITING

The writing program includes emphasis upon writing, reading, oral interpertation, and problem solving in applied media. Students will be involved in producing a body of written work. Workshops will focus upon structural analysis of literary forms, the history of literary ideas and language use. An applied course will provide an introduction to related media such as printing, film, television, voice and theatre, journalism and advertising. Career education will also be offered.

How to apply

1. Fill out an APPLICATION for the Center. You may mail or bring it in person to the CCEA.

2. Ask a teacher who is familiar with your work in the arts to complete the reference form, entitled Dear Teacher. Ask the teacher to mail the form to the Center. You may choose any teacher - from school, private studios, or private lessons.

3. Take the form entitled Dear Counselor to your high school counselor. Ask your Counselor to complete the information and to mail the form to the Center.

4. Review the audition instructions. Please note that each art area has special instructions. If you will be auditioning in writing, you will need to obtain a copy of the "Audition Exercises for Writers."

5. If you are able to mail in your application by the deadline, you will be able to choose your prefered date for an audition. Report to the CCEA on the date you indicated.

   If you were unable to mail the application by the deadline, bring it to the CCEA on the day indicated for Open Auditions.

6. Following the auditions, you will receive by mail a letter indicating the results of your audition. If you have been accepted, the letter will include a student contract for you to sign, a parent permission form, and a form for you to take to your Counselor for completion.

Note: There are limited spaces available at the Center.

The auditons

A word in general about auditions: the Center is looking for students with a strong interest and potential talent in the arts. You are encouraged to audition in as many areas as you feel you are interested. In the process of auditions, you will meet a faculty member of the art form and other artists. It is the intention of the auditions to find those students most ready for an intensive and challenging training program. Therefore, interest and self motivation are at least as important as talent.

How to prepare for

ART

You should bring a representative sampling of your work - 5 to 10 pieces. Include at least one piece done on your own outside of school. It is not necessary that all work be serious, finished efforts.

Plan to stay for a workshop that will run three hours, including an interview.

DANCE

You should dress in tights and leotards, ballet shoes or bare feet. You may prepare a short dance - any style - not to exceed one minute. Please bring a cassette tape or record for accompaniment.

Plan to stay for a dance/movement workshop and an interview.

MUSIC

You should prepare to perform a piece of music, instrumental or vocal, not to exceed three minutes. If you want to be accompanied, please bring music. Instrumental students should bring instruments, if portable. If not portable, please bring a tape of a performance. A piano is available.

Composers should bring samples of their work in manuscript, in music notation, and cassette tapes of performances if available.

For advanced vocalists and instrumentalists, performance groups will be formed; be prepared to state orchestral and/or chamber preference and experience, and present tape or performance thereof.

In the audition, you will be asked to sight read music and to try other exercises. You will also be interviewed.

THEATRE

You should prepare one memorized monologue not to exceed two minutes. Please select something within your age range. No Shakespeare.

Plan to stay for a workshop and an interview. Dress should be casual and comfortable for movement.

WRITING

You should obtain a copy of "Audition Exercises for Writers," with your application or from your Counselor or by calling 421-5897, 1:00 - 4:00 weekdays or 884 6410, 8:30 - 4:30 weekdays. Bring the completed exercises and other samples of your work to the audition interview.

CCEA application

Center for Career Education in the Arts

Windmill Street School, 110 Paul Street Providence, R.I. 02904

Name _____ School _____

Address _____ City _____

_____ Grade _____ Age ____
city or town zip in Fall

Home phone _____

I would like to audition for:

Art ____

Parent(s) or Guardian _____ Dance ____

Music ____

Address if Different _____ Theatre ____

Writing ____

Summarize your experience in your chosen art form(s):

Explain your reasons for applying to the Center:

Do you hope to pursue a career in the arts? Explain:

Name of Teacher you have asked to complete the reference form:

_____ of _____
School, studio or private teacher

Name of Counselor at your home school 11

Return this application to the CCEA at the above address by mail or in person. For questions, call 421 5897 between 1:00-4:00 weekdays.

Dear Teacher:

_____ is applying to the Center for Career Education in the Arts, an intensive training program for creatively and artistically talented students. In addition to the student's audition and interview, your observations will be helpful in our understanding the total person. Please rate this student in comparison to the average student.

	Seldom or never	Occasionally	Frequently	Almost always
1. Is intellectually curious	___	___	___	___
2. Is alert, energetic, eager	___	___	___	___
3. Is persistent	___	___	___	___
4. Is creative, imaginative, inventive	___	___	___	___
5. Likes structure, order and consistency	___	___	___	___
6. Learns rapidly	___	___	___	___
7. Is sensitive to needs of others	___	___	___	___
8. Has a sense of humor	___	___	___	___
9. Likes to work with abstractions	___	___	___	___
10. Is a thinker	___	___	___	___
11. Is a risk taker	___	___	___	___
12. Has a strong desire to excel as an individual	___	___	___	___
13. Has keen powers of observation	___	___	___	___
14. Has high interest in things, ideas and processes	___	___	___	___

In comparison to the average student, would you please indicate that which is demonstrated by this student.

	superior	strong	average	weak
developed skills in the art form				
motivation level				
talent potential				
maturity				

Explain how long you have known this student and under what circumstances you have known or worked with him/her.

_____

If there is something special you would like us to know, please comment on the reverse side. Thank you for your help.

_____ _____

signed school

Please return by mail to the CCEA, Windmill St.School, Prov. R.I. 02904

Dear Counselor:

_____ is making application to the Center for Career Education in the Arts, an intensive training program for creatively and artistically talented high school students. If accepted by an audition, this student would be able to enroll in the program, provided the appropriate schedule adjustments can be made.

For the purposes of the audition, some information about the student and the school will be helpful.

The Center would like to have some insight into this student's past school performance.

How many days of school did this student miss this current year? _____

How many days of school missed the previous year? _____

The student's current grade average _____

Does this grade average generally reflect this student's potential? _____

Is there anything special the Center should know about this student?

Does your school rotate classes? _____If so, whole day or morning separate?

Thank you for your help. If this student is accepted, he or she will bring a letter so indicating to you for further assistance.

_____ _____
Counselor's name school

_____ _____
Counselor's phone address

All of the above information will be kept confidential. Please mail to the CCEA, Windmill St. School, Providence, R.I. 02904.

CCEA Audition Form

_____ Student

_____ Art area

Recommendation of panel:

_____ Accept in this area
Level: _____

_____ Should study this but major in other area

_____ Should not be accepted in this area

In making this recommendation, the following were taken into account:

____ Behaviorial characteristics as rated by a teacher

____ Past school performance, info from Counselor

____ Audition performance, prepared:

_____

____ Audition workshop or exercises

____ Interview

____ Other _____

DEMONSTRATES	Superior	Strong	Average	Weak
Skill level				
Motivation level				
Talent potential				
Potential for success in this program				

_____ date of audition _____

_____

_____

panel members

AUDITION PROCEDURES BY ART AREA

Visual Art

Procedure: Students brought a portfolio of work which was placed in the interview room. Students then assembled in an art room for a workshop with several assigned tasks and approximately three hours to complete the work. During the workshop, students were individually called for an interview. The interview included, at minimum: one CCEA staff member in visual art, one art teacher from a participating school and one artist. The tasks varied but basically included one full figure drawing from life, one or two exercises from observation, one drawing from memory, a creative problem to be visually solved.

Dance

Procedure: A panel of three members including at least one CCEA dance staff member, a dance teacher and a performing dancer auditioned the dance applicants as a large group. They took turns "conducting the class" in a variety of techniques, each able to observe and evaluate students. Following the class, students were interviewed by that same panel.

Music

Procedure: The music panel, one CCEA music staff member, one music teacher from a participating school and one musician, auditioned students individually. Students performed their prepared works and then were asked to do appropriate exercises necessary to understand more about the student's skills and abilities. The panel then interviewed each student.

Theatre

Procedure: Theatre students were auditioned by a panel of at least one CCEA theatre staff member, one drama instructor, and one theatre artist. Students were given a warm-up as a group and then individually presented their prepared monologues. Usually the student was asked to try variations on that monologue or other exercises. The student was then interviewed by the panel.

Writing

Writing students were asked to complete a series of creative writing exercises designed for the CCEA. These included exercises that called for writing in a variety of forms and for use of language, vocabulary, and imagination. These works were submitted with a sample of the student's other writings with the application. Materials were read by the panel prior to the audition; the panel then interviewed the student in person. The panel consisted of at least one CCEA writing staff member, an creative writing teacher and a professional writer.

Center for Career Education in the Arts

Windmill Street School, Providence Rhode Island 02904
401 421 5897 / 884 6410

STUDENT EVALUATION FORM

NAME _____ Age _____ Grade _____

HOME SCHOOL _____ Contact _____

PARENT/GUARDIAN(S) _____

Address _____
Street City State zip

Home phone _____ Business phone for parents _____

EVALUATION OVERVIEW	Major	Period _____to_____	Present _____ out of _____days	Credit approved by home school	Overall Grade

EVALUATION	The following three categories present the broad concerns of the Center for Career Education in the Arts
1.	Quality of the work Includes the quality of daily work and performance, as well as works-in-progress and finished pieces or performances EVALUATION
2.	Level of Concentration Application of oneself to the work, attendance, devoting energy to the work, demonstrating continuous effort in the development of skills and concepts, ability to work independently and follow a problem to its conclusion
3.	Breadth of Skills and Concepts Progressive development of foundation skills and concepts related to the arts

ADDITIONAL COMMENTS : Special Strengths, Recommendations for further attention and/or work

CENTER FOR CAREER EDUCATION IN THE ARTS

Schedule for Spring 77 Semester

Monday	Tuesday	Wednesday	Thursday			Friday
Art 1	Art 1	Career Education C.E.	Life Dwg.			Choice: Art Movement/Drama
Life Dwg	Art 2	C.E.	Art 2			Choice: Art Movement/Drama
Dance	Dance	C.E.	Acting	Writing	1:00-2:30	Choreography
			Acting	Music	2:30-4:00	
Music	Music	C.E.	Choice: Acting or Beg. Ballet	Writing	1:00-2:30	Composition
			Acting	Performance Gp.	2:30-4:00	
Theatre	Theatre	C.E.	Beg. Ballet	Writing	1:00-2:30	Choice: Art Movement/Drama
				Music	2:30-4:00	
Writing	Open	C.E.	Writing-open to non majors		1:00-2:30	Choice: Art Movement/Drama
			Writing for majors		2:30-4:00	

BIBLIOGRAPHY OF RESOURCES

ON CAREER EDUCATION IN THE ARTS

A Preliminary Exploration of Occupations in the Arts and Humanities. TERC,Inc. April 1975. Available from TERC, 44 Brattle Street, Cambridge, Mass. , 02138. $10.00.

An Annotated Bibliography of Selected Curriculum Materials in the Arts and Humanities. TERC, Inc. April 1975. Available from address as above., $10.00.

Career Guidance in the Arts and Humanities: Activities, Information, and Resources for Grades 7-12. TERC, Dec. 1976. Available from: Superintendent of Documents, U.S. Gov't. Printing Office, Washington D.C. 20402. Stock # 017-080-01644-3 $2.60.

Exploring Arts and Humanities Careers in the Community: A Program Planning Guide. TERC. Dec. 1976. Available from U.S. Printing Office as above: Stock # 017-080-01648-6, $1.25.

391 Ways to Explore Arts and Humanities Careers: Classroom Activities in Dance, Music, Theatre and Media, Visual Arts and Crafts, Writing, Humanities. TERC, Dec. 1976. Available as above from U.S. Printing Office, Stock # 017-080-01643-5, $2.40.

An Introduction to Career Education: A Policy Paper of the U.S. Office of Education. DHEW Pub. No. 75-00504

Career Education for Speical Populations: Monograph in Career Education. U.S. Printing Office, Stock# 017-080-016112-5

Hoyt, Kenneth B. Career Education for Gifted and Talented Students. Salt Lake City: Olympus Publ.Co. 1974.

Mangum, G.,Becker, J., Coombs,G., Marshall, P. Career Education in the Academic Classroom. Salt Lake City: Olympus Pub. Co., 1975

ON CAREERS

Guidebooks for students by TERC:
(Available from U.S. Printing Office)

Exploring Dance Careers: A Student Guidebook. 32 pages. Stock No. 017-080-01638-9. $.75

Exploring Music Careers: A Student Guidebook. 72 pages. Stock No. 017-080-01639-7. $1.30

Exploring Theater and Media Careers: A Student Guidebook. 144 pages. Stock No. 017-080-01640-1. $2.15

Exploring Visual Arts and Crafts Careers: A Student Guidebook. 168 pages. Stock No. 017-080-01641-9. $2.35

Exploring Writing Careers: A Student Guidebook. 80 pages. Stock No. 017-080-01642-7. $1.40

Exploring Careers in the Humanities: A Student Guidebook. 180 pages. Stock No. 017-080-01649-4. $2.45

"Careers in Music" Music Educator's Journal, March 1977, Vol. 63, No. 7. $3.00 from MENC.

"Careers in Art", National Art Education Association, 1916 Assoc. Dr., Reston, Va. 22091.

Hawes, Carolynaand Johnson, Margaret. Your Career in Art and Design. Arco Career Guidance Series.

ON CAREER EDECISION MAKING

Bolles, Richard. What Color is Your Parachute? Berkeley: Ten Speed Press, 1977